DOCUMENT RESUME

ED 145 662 EC 102 687

TITLE	Severely/Profoundly Mentally Handicapped.
INSTITUTION	National Center on Educational Media and Materials for the Handicapped, Columbus, Ohio.
SPONS AGENCY	Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
REPORT NO	NC-77.104
PUB DATE	Jun 77
CONTRACT	300-72-4478
NOTE	16p.; A bibliography of learning resources targeted to the needs of special education, compiled from the National Instructional Materials Information System ; The type is small
EDRS PRICE	MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS	*Activity Units; Bibliographies; *Custodial Mentally Handicapped; *Instructional Materials; *Instructional Media; Mentally Handicapped; *Resource Guides; *Trainable Mentally Handicapped

ABSTRACT

Selected from the National Instructional Materials Information System (NIMIS)--a computer based on-line interactive retrieval system on special education materials--the bibliography covers 36 kits, auditory visual materials, activity books, and resource guides for teaching severely or profoundly mentally handicapped students. A variety of curricular areas and instructional levels are represented. Entries are presented in order of NIMIS accession number and include the following information: publication date or copyright, price, author, title, series title, place of publication, publisher, audiovisual information, supplemental information (including evaluation), descriptors (index terms or subject headings which describe content), abstract, abstractor's initials, abstract preparation date, and preparation source number. Also given are title, publisher, and subject indexes. (SBH)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED145662

Severely/Profoundly Mentally Handicapped

These materials were selected from NIMIS and judged potentially useful in teaching Severely or Profoundly Mentally Handicapped students. This selection is limited to Kits, Auditory Visual materials, Activity Books, or Resource Guides. A variety of curricular areas and instructional levels is included.

Date of Search: June, 1977
Number of Abstracts: 36

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

EC102687

A bibliography of learning resources targeted to the needs of special education, compiled from the National Instructional Materials Information System

NIMIS

How to Use

Order of arrangement (NIMIS Accession Number). Every abstract in the NIMIS system is assigned an Accession Number. The abstracts in each NIMIS bibliography are arranged in numerical order, from lowest to highest, by Accession Number. The Accession Number is also used as the reference number listed in the indexes.

Indexes by title, publisher, and subject. Unless the size of the bibliography does not warrant it, each bibliography has indexes. Listings in each index are in alphabetical order.

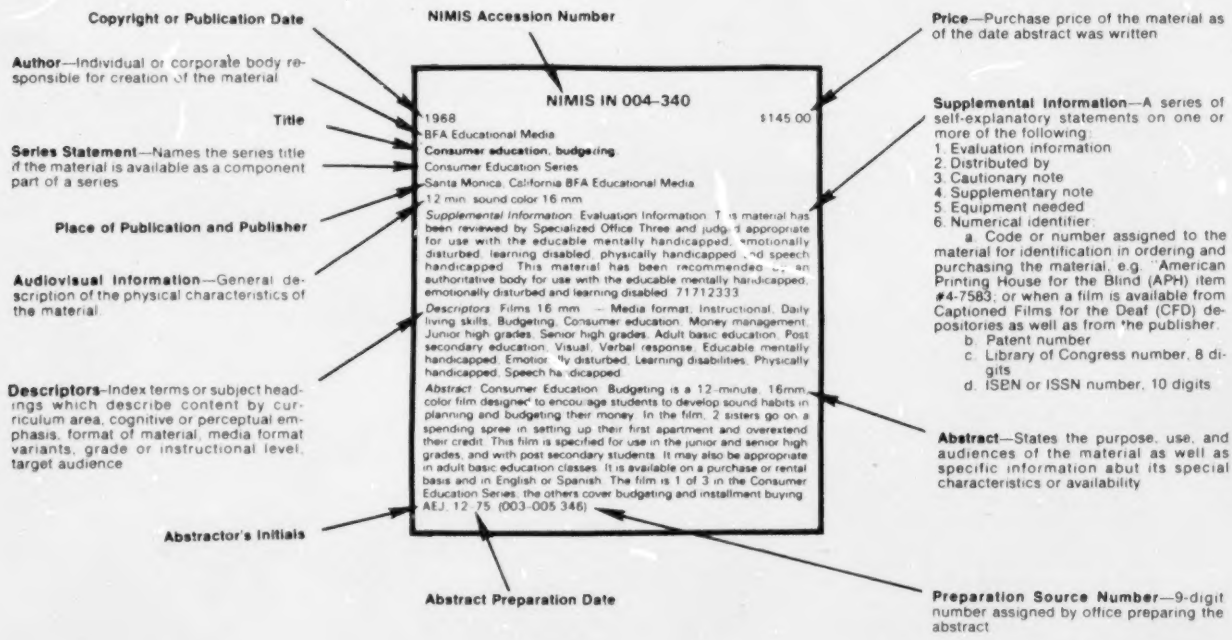
Descriptors in subject index. Six types of descriptors appear in the subject index, so that the user can search by (1) **format**, such as Films; (2) **curricular area**, such as Consumer Education; (3) **cognitive or perceptual emphasis**, such as Auditory Motor Integration; (4) **input or output modes**, such as Verbal Response; (5) **grade or instructional level**, such as Senior High Grades; and (6) **exceptionality**, such as Educable Mentally Handicapped. The official list (with definitions) of the more than 850 NIMIS descriptors appears in the third edition of *Instructional Materials Thesaurus for Special Education*, available in many learning resource centers, which may be obtained by sending $2.00 to Ohio State University Press, 2070 Neil Avenue, Columbus, Ohio 43210.

Using the indexes. NIMIS Accession Numbers appear after the heading (publisher, title, or descriptor). Use these numbers to locate relevant references in the list of abstracts.

Sample entry. Some abstracts will not include every specific piece of information shown in the labeled sample below, especially in the Supplemental Information field.

Sources of items listed. Materials listed here cannot be ordered through either NIMIS or NCEMMH. Every abstract lists publisher and place of publication. Complete addresses of publishers whose materials are abstracted in NIMIS are given in the third edition of *Publisher Source Directory*, available in many learning resource centers, which may be obtained for $3.00 from Ohio State University Press, 2070 Neil Avenue, Columbus, Ohio 43210. Some of the materials listed may also be available for loan from local, regional, or state materials centers.

Preview rental of some items listed. Some of the materials listed in NIMIS may be available for preview on a rental basis from the Specialized Office for Materials Distribution. For further information about their services and to receive a catalog of materials available from them, write to: Specialized Office for Materials Distribution, Indiana University, Audio-Visual Center, Bloomington, Indiana 47401.


Copyright or Publication Date
NIMIS Accession Number
Price—Purchase price of the material as of the date abstract was written
Author—Individual or corporate body responsible for creation of the material
Title
Series Statement—Names the series title if the material is available as a component part of a series
Place of Publication and Publisher
Audiovisual Information—General description of the physical characteristics of the material
Descriptors—Index terms or subject headings which describe content by curriculum area, cognitive or perceptual emphasis, format of material, media format variants, grade or instructional level, target audience
Abstractor's Initials
Abstract Preparation Date
Supplemental Information—A series of self-explanatory statements on one or more of the following:
1. Evaluation information
2. Distributed by
3. Cautionary note
4. Supplementary note
5. Equipment needed
6. Numerical identifier
a. Code or number assigned to the material for identification in ordering and purchasing the material, e.g. "American Printing House for the Blind (APH) item #4-7583; or when a film is available from Captioned Films for the Deaf (CFD) depositories as well as from the publisher.
b. Patent number
c. Library of Congress number, 8 digits
d. ISBN or ISSN number, 10 digits
Abstract—States the purpose, use, and audiences of the material as well as specific information abut its special characteristics or availability
Preparation Source Number—9-digit number assigned to office preparing the abstract
NIMIS IN 004-340
1968
$145.00
BFA Educational Media
Consumer education, budgeting
Consumer Education Series
Santa Monica, California BFA Educational Media
12 min. sound color 16 mm
Supplemental Information: Evaluation Information: This material has been reviewed by Specialized Office Three and judged appropriate for use with the educable mentally handicapped, emotionally disturbed, learning disabled, physically handicapped, and speech handicapped. This material has been recommended by an authoritative body for use with the educable mentally handicapped, emotionally disturbed and learning disabled. 71712333
Descriptors: Films. 16 mm. — Media format. Instructional. Daily living skills. Budgeting. Consumer education. Money management. Junior high grades. Senior high grades. Adult basic education. Post secondary education. Visual. Verbal response. Educable mentally handicapped. Emotionally disturbed. Learning disabilities. Physically handicapped. Speech handicapped.
Abstract: Consumer Education. Budgeting is a 12-minute, 16mm color film designed to encourage students to develop sound habits in planning and budgeting their money. In the film, 2 sisters go on a spending spree in setting up their first apartment and overextend their credit. This film is specified for use in the junior and senior high grades, and with post secondary students. It may also be appropriate in adult basic education classes. It is available on a purchase or rental basis and in English or Spanish. The film is 1 of 3 in the Consumer Education Series, the others cover budgeting and installment buying.
AEJ. 12 75 (003-005 346)

Abstracts

NIMIS IN 005–213

c1972 $ 21.00

Shearer, David

Portage guide to early education.

Portage, Wisconsin Portage Project, Cooperative

Supplemental Information: Evaluation Information: This materials has been reviewed by Specialized Office 3 and judged appropriate for use with the educable mentally handicapped, emotionally disturbed, learning disabled, severely mentally handicapped, the multiply handicapped, the physically handicapped, the speech handicapped, and the trainable mentally handicapped.

Descriptors: Kits, Curriculum guides — Media format; Instructional, Perceptual motor learning, Affective development, Daily living skills, Language arts, Self care skills, Cognitive development, Infants, Early childhood, Kindergarten, Multisensory, Teacher directed, Parents, Individualized instruction, Educable mentally handicapped, Emotionally disturbed, Learning disabled, Severely mentally handicapped, Multiply handicapped, Physically handicapped, Trainable mentally handicapped, Speech handicapped.

Abstract: The Portage Guide to Early Education is a developmentally formulated curriculum guide. The guide consists of 2 parts: a checklist of behaviors and a card file containing curriculum ideas. These are color coded and divided into 5 developmental areas: cognitive, self–help, motor, language and socialization. Each card lists the appropriate mental ages, the title of the activity, a behavioral description and suggested activities and materials. The specified instructional and interest levels are the mental ages of birth to 5 years.. The guide provides curriculum suggestions requiring use of visual, auditory and tactile imput modes and verbal, manual, and kinesthetic responses. The curriculum suggestions can be used with an individual child with continuous teacher guidance. The cards can be used in the home, the classroom, or in an institution. This material has been specified for use with either handicapped or normal children within the indicated mental age range regardless of the specific handicapping condition. The time needed for each activity is variable, but will most often require less than 1/2 hour. DAT, 10–75. (003–000 038)

NIMIS IN 005–937

c1973

Mandlin, Dotty

Looking at me.

Bowmar Artworlds

Glendale, California Bowmar

Supplemental Information: Phonograph records: Media format variant, Evaluation Information: This material has been reviewed by Specialized Office Three and judged appropriate for use with the severely mentally handicapped, educable mentally handicapped, emotionally disturbed, learning disabled and trainable mentally handicapped.

Descriptors: Audiotape cassettes, Teachers' guides, Kits, Posters, Filmstrips, Art prints — Media format; Instructional, Perceptual motor learning, Body image, Language arts, Visual perception, Visual discrimination, Verbal communication, Primary grades, Early childhood, Intermediate grades, Kindergarten, Auditory visual, Emotionally disturbed, Educable mentally handicapped, Learning disabilities, Trainable mentally handicapped, Severely mentally handicapped.

Abstract: "Looking At Me" is a multi–media kit which is designed to help students develop visual perception, verbal fluency, and body awareness. The material allows students to observe physical likenesses in people, as well as to discriminate differences among them. The kit consists of 2, color filmstrips, a cassette tape, six 18" x 24" color posters, an illustrated teacher's guide, and 6 children's color art prints. The filmstrips are separated into part 1 and part 2, each describing a different boy. A male voice sings a song as the filmstrip shows close–ups of the eyes, ears, nose, mouth, hands, and feet of each boy.. The 6, color posters show close–ups of the different body parts of these boys. The 6 children's art visuals are reproductions of children's original responses to the filmstrips. A teacher's guide is included which gives objectives of the kit, words to the songs. illustrations and descriptions of the child art visuals and posters, and suggestions for various art, discussion, sensory, and other activities. The specified instructional level includes preschool through grade 6. The running time of each sound filmstrip is less than 5 minutes. The running time of each sound filmstrip is less than 5 minutes. Looking At Me is 1 of 6 kits in the Bowmar Artworlds series. B/LSS, 2–76. (003–001 868)

NIMIS IN 006–095

$ 4.95

Henderson, Shirley McDonald, Mary and

Step–by–step dressing, [by] Shirley Henderson [and] Mary McDonald.

Bellevue, Washington Edmark Associates

Supplemental Information: Evaluation Information: This material has been reviewed by Specialized Office Three and judged appropriate for use with the severely mentally handicapped, emotionally disturbed, educable mentally handicapped, multiply handicapped, physically handicapped, and trainable mentally handicapped.

Descriptors: Activity books — Media format; Instructional, Self care skills, Dressing skills, Nongraded, Visual, Auditory input, Severely mentally handicapped, Educable mentally handicapped, Trainable mentally handicapped, Multiply handicapped, Emotionally disturbed, Physically handicapped.

Abstract: Step–by–Step Dressing is a handbook of techniques and lessons intended to help teach dressing skills to the handicapped. The handbook also include: a developmental sequence of dressing skills, an exploration of methods and types of instructions, a planning unit, a teaching skills unit, and testing and progress charts. The material seems appropriate for severely handicapped people at all age levels. JAG, 2–76. (003–004 720)

NIMIS IN 010–473

c1975 $ 6.95

Schultz, James G.

Special education teaching games.

Minneapolis, Minnesota T. S. Denison Co.

Supplemental Information: Evaluation information: This material has been reviewed by Specialized Office 3 and judged appropriate for use with the educable mentally handicapped, emotionally disturbed, learning disabled, trainable mentally handicapped, severely mentally handicapped, and multiply handicapped. 513014454.

Descriptors: Activity books — Media format; Instructional, Physical education, Perceptual motor learning, Balance, Gross motor skills, Body image, Early childhood, Kindergarten, Primary grades, Intermediate grades, Trainable mentally handicapped, Multilevel, Visual, Motor response, Multiply handicapped, Learning disabled, Emotionally disturbed, Severely mentally handicapped, Educable mentally handicapped.

Abstract: Special Education Teaching Games is a 90–page teacher activity book designed to provide games and activities for handicapped children. The material consists of descriptions of 44

games including building card houses, playing pick up sticks, balancing balls, tossing rings around bottles, creating block towers, jumping through tires, running relays, and playing catch. The specified instructional level includes preschool through grade 6. JAG, 4–76. (003–009 445)

NIMIS IN 010–479

c1968 $ 6.95

Houston, Celestine

Learning to listen.

Minneapolis, Minnesota T. S. Denison Co.

Supplemental Information: Evaluation information: This material has been reviewed by Specialized Office 3 and judged appropriate for use with the educable mentally handicapped, emotionally disturbed, learning disabled, speech handicapped, trainable mentally handicapped, severely mentally handicapped, physically handicapped, and multiply handicapped. This material has been recommended by an authoritative body for use with the educable mentally handicapped, emotionally disturbed, and learning disabled. 68024826.

Descriptors: Activity books — Media format; Instructional, Language arts, Listening, Speech production, Kindergarten, Primary grades, Intermediate grades, Early childhood, Auditory visual, Emotionally disturbed, Learning disabled, Multilevel, Verbal response, Communication skills, Educable mentally handicapped, Trainable mentally handicapped, Severely mentally handicapped, Speech handicapped, Physically handicapped, Multiply handicapped.

Abstract: Learning to Listen is a 101–page teacher activity book of 52 lessons designed to teach listening skills, language development and speech improvement. Lessons include auditory training, using mirrors to help pupils for correct speech sounds, fingerplays, initial and final sound repetition, songs, games, choral reading and imitation of animal sounds. The material seems appropriate for preschool through grade 6. JAG, 4–76. (003–009 447)

NIMIS IN 010–702

1975 $2.00

Koenig, Joanne

Emergency telephone skills.

Logan, Utah Utah State University

Supplemental Information: Evaluation Information: This material has been reviewed by Specialized Office Three and judged appropriate for use with the educable mentally handicapped, the learning disabled, educable mentally handicapped, trainable mentally handicapped, severely mentally handicapped, speech handicapped, and multiply handicapped.

Descriptors: Activity cards, Cards — Media format; Instructional, Daily living skills, Core vocabulary, Protective vocabulary, Communication skills, Kindergarten, Early childhood, Primary grades, Auditory input, Severely mentally handicapped, Parents, Verbal response, Manual, Educable mentally handicapped, Emotionally disturbed, Learning disabilities, Speech handicapped, Learning disabled, Emotionally disturbed, Trainable mentally handicapped, Multiply handicapped.

Abstract: Emergency Telephone Numbers is an activity kit designed to assist parents in teaching their child to call the telephone operator and report an emergency. The kit includes progress charts for the parents and for the child to complete and a parent activity book of 9 lessons. Lessons focus on such skills as how to dial the phone, how to say one's name and address and how to say the words 'send the police.' Instructions for charting and reinforcing correct responses are also included. The material seems appropriate for preschool through grade 3. JAG, 4–76. (003–009 554)

NIMIS IN 010–786

$22.50

Linn, Shirley H.

Learning systems.

San Rafael, California Academic Therapy Publications

312 cards color 5"x8"

Supplemental Information: Evaluation Information: This material has been reviewed by Specialized Office 3 and judged appropriate for use with the emotionally disturbed, learning disabled, educable mentally handicapped, trainable mentally handicapped and severely mentally handicapped.

Descriptors: Activity cards — Media format; Instructional, Perceptual motor learning, Following directions, Spatial orientation, Shapes, Body image, Visual motor integration, Early childhood, Kindergarten, Grade 1, Grade 2, Auditory input, Visual, Emotionally disturbed, Learning disabled, Severely mentally handicapped, Trainable mentally handicapped, Educable mentally handicapped.

Abstract: Learning Systems is a box of 312, color–coded, 5" x 8" activity cards designed to provide remedial exercises for problems in following directions, locating body position in space, self identity, spatial orientation, fine motor coordination, perception of shapes, visual motor integration in drawing, bead stringing, peg board games, and block building. Each card specifies materials needed, teacher instructions and pupil instructions. The material seems appropriate for preschool through grade 2. JAG, 4–76. (003–009 649)

NIMIS IN 010–787

$18.50

McLean, John

COLA: conceptual oral language activities kit.

San Rafael, California Academic Therapy Publications

231 cards 5"x8"

Supplemental Information: Evaluation Information: This material has been reviewed by Specialized Office 3 and judged appropriate for use with the educable mentally handicapped, trainable mentally handicapped, severely mentally handicapped, speech handicapped, multiply handicapped, emotionally disturbed and learning disabled.

Descriptors: Activity cards — Media format; Instructional, Language arts, Vocabulary, Syntax, Following directions, Multilevel, Speech handicapped, Early childhood, Kindergarten, Primary grades, Intermediate grades, Auditory input, Multiply handicapped, Emotionally disturbed, Learning disabled, Severely mentally handicapped, Trainable mentally handicapped, Educable mentally handicapped.

Abstract: COLA: Conceptual Oral Language Activities Kit is a box of 231 5"x 8", teacher activity cards which present 70 language concepts. The cards are also designed to develop receptive vocabulary, ability to follow directions, auditory memory, and auditory discrimination; and to encourage use of proper syntax and vocabulary. Each card includes a stated objective, a materials list, a suggested procedure, and evaluation method. Concept and lessons covered include W–questions, time, texture, plurality, directionality, prefixes, measurement, emotions, and analogies. The specified instuctional level spans preschool through grade 6. JAG, 4–76. (003–009 648)

NIMIS IN 010–982

1975 $29.95

Coughran, Lila Liles, Betty Z. and

Developmental syntax program.

Austin, Texas Learning Concepts

25 checklists, 160 cards, 10 story posters teacher's guide

Supplemental Information: Evaluation Information: This material has been reviewed by Specialized Office 3 and judged appropriate for use with the educable mentally handicapped, trainable mentally handicapped, severely mentally handicppped, learning disabled, emotionally disturbed, speech handicapped and multiply handicapoed.

Descriptors: Cards, Checklists, Posters, Teachers' guides, Kits — Media format; Instructional, Auditory verbal integration, Auditory closure, Language development, Syntax, Speech, Early chiidhood, Kindergarten, Behavior modification, Primary grades, Auditory input, Verbal response, Educable mentally handicapped, Trainable mentally handicapped, Severely mentally handicapped, Speech handicapped, Multiply handicapped, Emotionally disturbed, Learning disabled, Grade 5, Grade 4.

Abstract: "Developmental Syntax Program" is a kit designed to teach students the grammatic and morphologic structure of their language. The kit contains 25 therapy records for individual diagnostic profiles and monitoring progress; 160 word or picture cards; 10 story posters, and a teacher's guide which contains general introductory

and administrative information, and information about the 8 units.. Each criterion referenced unit utilizes 3 techniques: ear training, auditory discrimination, and Englemann's technique. Englemann's technique presents 1 concept at a time using a teacher as a verbal model and with students repeating phrases or sentences, or transforming them into an appropriate response pattern. Behavior modification is used as the reinforcement technique throughout the program. The units focus on common syntactical errors, including: pronouns, possessive pronouns, adjectives, the verbs "is" and "are" and the verbs "has" and "have," the past tense of regular and irregular verbs and plurality . Each session within a unit requires 5 to 7 minutes to administer to individuals or small groups.. The units need not be adminstered consecutively but they are sequentially arranged according to a child's developmental speech patterns. The teacher's guide provides testing suggestions for student placement in the program, the specified instructional level spans ages 3 to 10. Additional therapy records may be purchased in packages of 25. Many aspects of the programs regarding structure and sequence have been adapted from the work of Margaret Hall Powers, Edgar Garrett, and Siegfried Englemann. MEG, 4–76. (003–009 517)

NIMIS IN 011–202

$238.00

Carrier, Joseph K.

Non–slip Non–speech language initiation programs, [by] Joseph K. Carrier [and] Timothy Peaks.

Lawrence, Kansas H and H Enterprises

60 geometric forms, picture cards, teacher's guide

Supplemental Information: Evaluation Information: This material has been reviewed by Specialized Office 3 and judged appropriate for use with the speech handicapped, educable mentally handicapped, trainable mentally handicapped, severely mentally handicapped, multiply handicapped, physically handicapped, learning disabled, emotionally disturbed and deaf blind.

Descriptors: Geometric forms, Manipulative materials, Picture cards, Teacher's guides — Media format; Instructional, Language arts, Grammar, Syntax, Nonverbal communication, English, Language development, Parts of speech, Communication skills, Nongraded, Speech handicapped, Trainable mentally handicapped, Educable mentally handicapped, Severely mentally handicapped, Multiply handicapped, Deaf blind, Physically handicapped, Learning disabled, Emotionally disturbed.

Abstract: "Non–Slip Non–Speech language Initiation Program" is designed to teach language skills to non–verbal students at any grade level. Emphasis is on communication skills and grammatical rules. The program consists of 60 symbols which represent words in the English language; a tray divided into marked sections; a set of visual stimuli cards; and a set of step by step instructions. A teacher's guide is also included which provides procedures, instructions for solving problems, and the expected time needed. The symbols are geometric forms which represent words. Each form is a unique shape, and every part of speech is coordinated to a specific color. Portions within the overall program contain step–by step procedures for teaching linguistic rules without requiring spoken responses. Students are first required to recognize different symbols, then to match similar symbols and construct sentences in rote fashion.. The program then proceeds to train students to select appropriate symbols and sequencing activities into a variety of different types of sentences, and to use available vocabulary rules to generate new responses. Students are required to construct sentences by placing word symbols on the tray. The program requires 3 months to 1 year to complete. LSS, 5–76. (003–004 856)

NIMIS IN 011–294

c1975 $ 2.00

Yergensen, Donna

Zipping.

Logan, Utah Utah State University

2 charts, activity books

Supplemental Information: Evaluation Information: This material has been reviewed by Specialized Office Three and judged appropriate for use with the educable mentally handicapped, emotionally disturbed, learning disabled, trainable mentally handicapped and severely mentally handicapped.

Descriptors: Charts, Activity books — Media format; Instructional, Self care skills, Dressing skills, Kindergarten, Grade 1, Visual, Learning disabled, Emotionally disturbed, Manual, Early childhood, Educable mentally handicapped, Trainable mentally handicapped, Severely mentally handicapped, Parents.

Abstract: "Zipping" is an activity kit designed to assist parents in teaching their child to zip and unzip clothing. The materials include 2 charts for parents and children to record individual progress and a parents activity book containing 2 step–by–step lessons on zipping, and instructions for charting and reinforcing correct responses. The material seems appropriate for preschool through grade 1. JAG, 4–76. (003–009 551)

NIMIS IN 011–295

c1975 $ 2.00

Stile, Steve

Following spoken directions.

Logan, Utah Utah State University

2 charts, activity books

Supplemental Information: Evaluation Information: This material has been reviewed by Specialized Office Three and judged appropriate for use with the educable mentally handicapped, emotionally disturbed, learning disabled, trainable mentally handicapped, severely mentally handicapped, profoundly mentally handicapped, multiply handicapped.

Descriptors: Charts, Kits, Activity books — Media format; Instructional, Following directions, Fine motor skills, Early childhood, Visual, Learning disabled, Emotionally disturbed, Educable mentally handicapped, Trainable mentally handicapped, Severely mentally handicapped, Parents, Auditory input, Motor response, Speech handicapped, Multiply handicapped, Profoundly mentally handicapped.

Abstract: Following Spoken Directions is an activity kit designed to assist parents in teaching their child to follow spoken directions. The materials include 2 charts, a parent's activity books of instructions for charting and reinforcing the child's responses, and 3 lesson formats. Format 1 explains a simple sentence format to be used; format 2 involves a demonstration of the task; and format 3 provides for a child practice routine. The materials seem appropriate for preschool. JAG, 4–76. (003–009 555)

NIMIS IN 011–296

c1975 $2.00

Yergensen, Donna

Buttoning.

Logan, Utah Utah State University

2 charts, activity books

Supplemental Information: Evaluation Information: This material has been reveiwed by Specialized Office 3 and judged appropriate for use with the emotionally disturbed, learning disabled, educable mentally handicapped, trainable mentally handicapped and severely mentally handicapped.

Descriptors: Activity books, Charts — Media format; Instructional, Self care skills, Dressing skills, Early childhood, Kindergarten, Trainable mentally handicapped Emotionally disturbed, Learning disabled, Severely mentally handicapped, Parents, Grade 1, Visual, Manual, Educable mentally handicapped.

Abstract: Buttoning is an activity kit designed to assist parents in teaching their child to button and unbutton clothing. The kit includes a chart for parents to record their child's progress, a child's progress chart, and a parent's activity book of 2 lessons on buttoning and unbuttoning. The activity book also contains insturctions for charting and reinforcing correct responses. The materials seem appropriate for preschool through grade 1. JAG, 4–76. (003–009 550)

NIMIS IN 011–297

c1975 $2.25

Midzinski, Jackie

Spoken name, address, and phone number.

Logan, Utah Utah State University

2 charts, activity books

Supplemental Information: Evaluation Information: This material has been reveiwed by Specialized Office 3 and judged appropriate for use with the educable mentally handicapped, emotionlly disturbed,

learning disabled, trainable mentally handicapped, speech handicapped, severely mentally handicapped and multiply handicapped.

Descriptors: Activity books, Charts — Media format; Instructional, Language arts, Communication skills, Protective vocabulary, Core vocabulary, Early childhood, Kindergarten, Emotionally disturbed, Severely mentally handicapped, Parents, Grade 1, Auditory, Verbal response, Speech handicapped.

Abstract: Spoken Name, Address, and Phone Number is an activity kit designed to assist parents in teaching their childen to say their names, addreses, and phone numbers. The materials include parent's and child's progress charts and a parent activity book of 3 lessons in teaching a child to say the sounds of their name, to say their name rapidly, to say their address, and to repeat their phone number. Instructions for charting and for reinforcing correct resposes are included. The material seems appropriate for preschool through grade 1. JAG, 4–76. (003–009 553)

NIMIS IN 013–486

c1970 $3.50

Robinson, Janet I.

Part 1, body awareness.

Vanguard School Program

Boston, Massachusetts Teaching Resources

Supplemental Information: Evaluation Information: This material has been reviewed by Specialized Office 3 and judged appropriate for use with the educable mentally handicapped, trainable mentally handicapped, severely mentally handicapped, learning disabled, emotionally disturbed, physically handicapped and mulitply handicapped.

Descriptors: Activity books — Media format; Instructional, Perceptual motor learning, Gross motor skills, Kinesthetic perception, Nonverbal communication, Auditory visual, Spatial orientation, Kinesthetic response, Nongraded, Body image, Readiness, Educable mentally handicapped, Emotionally disturbed, Learning disabled, Trainable mentallly handicapped, Severely mentallly handicapped, Physically handicapped, Multiply handicapped.

Abstract: "Body Awareness" is a collection of teacher–directed movement activities designed to increase awareness of body parts and their functions and of the use of the senses of sight, hearing, and speech in communication. The program is specified as having been used with students from ages 5 through 14 years and is specified for use with learning disabled students. The material consists of a 46–page teacher's guide containing activities divided into 4 sections: gross differentiation of body parts; fine differentiation and integration of body parts; mechanisms of sight, hearing, and speech; and non–language communications.. Within each of these sections, the activities progress from gross to refined movements. The 4 sections are designed to be used in order, with students moving rapidly through exercises they easily master and concentrating at length on those they find difficult. Students work on such things as the naming of body parts, moving isolated body parts both by following verbal directions or by imitating, perceiving the body parts as an integrated whole, and usiang mime to increase understanding on non–verbal communication.. The exercises are designed for use in groups of up to 8 students, and at the rate of 3 lessons per week, take approximately 1 year to complete. This collection is the first of 4 levels of perceptual–motor development materials in the "Vanguard School Program." The 4 levels may be used sequentially or independently. AEJ, 4–76 MJJ, 4–76 (003–009 239)

NIMIS IN 014–389

c1969 $9.95

Collier, Mary Jo

Special kids' stuff: kindergarten and nursery school.

Kids' Stuff

Nashville, Tennessee Incentive Publications

Supplemental Information: Distributed by: The Learning Tree. Evaluation information: This material has been reviewed by Specialized Office 3 and judged appropriate for use with the emotionally disturbed, learning disabled, educable mentally handicapped, trainable mentally handicapped and severely mentally handicapped. 0913916005.

Descriptors: Activity books — Media format; Instructional, Social studies, Science, Language arts, Art, Music, Mathematics, Early childhood, Kindergarten, Trainable mentally handicapped, Auditory input, Visual, Verbal response, Written response, Motor response, Educable mentally handicapped, Learning disabled, Emotionally disturbed, Severely mentally handicapped.

Abstract: "Kids' Stuff, Kindergarten and Nursery School" is 1 of a series of teacher activity books designed to suggest activities, games, learning centers, bulletin board ideas, teaching techniques, and resource materials. The book focuses on activities appropriate for pupils at the preschool and kindergarten levels.. The book includes ideas and activities for listening, oral expression, group discussion, dramatic oral interpretation, varying inflection and intonation, auditory discrimination; vocabulary development, sequencing, classification, creative writing, and creative dramatics. Also provided are suggestions for presenting number concepts; use of a thermometer; writing and sequencing numbers; size, shape, and quantity relationships; counting; addition; and number facts. Activities such as identifying and classifying musical sounds and instruments, matching tones, interpreting music through body movements, and composing and singing are included.. Also suggested are scientific experiments with air, sound, weather, plants, and animals; art projects using crayons, paper, marking pens, and involving print making, cutting and pasting, and puppets; and suggestions for social studies projects and field trips for a family unit, the environment, the community, seasons, world awareness and school. Each activity page includes a stated purpose, a list of instructions, and sketches which illustrate the idea. JAG, 6–76. (003–007 959)

NIMIS IN 014–393

c1976 $12.95

Frank, Marge

I can make a rainbow.

Kids' Stuff

Nashville, Tennessee Incentive Publications

Supplemental Information: Distributed by: The Learning Tree, Evaluation information: This material has been reviewed by Specialized Office 3 and judged appropriate for use with the emotionally disturbed, learning disabled, educable mentally handicapped, trainable mentally handicapped, and severely mentally handicapped. 0913916196.

Descriptors: Activity books — Media format; Instructional, Fine arts, Art, Crafts, Creativity, Painting, Early childhood, Kindergarten, Primary grades, Intermediate grades, Multilevel, Visual, Verbal response, Written response, Motor response, Educable mentally handicapped, Learning disabled, Emotionally disturbed, Trainable mentally handicapped, Severely mentally handicapped.

Abstract: "I Can Make a Rainbow" is one of a series of activity books designed to suggest activities, games and learning centers. The book focuses on art projects designed to be used independently by preschool through sixth grade pupils. Activities include those for pencil, pen, crayon, and chalk such as making rubbings and stencils; paper activities such as making collages and chains; painting and printing projects; cloth, yarn, and string ideas such as batik and patchwork; carving and sculpting suggestions using apples, tin, and sand; and food activities such as stained glass cookie baking and taffy making. Also covered are puppetry, puzzles, candles, games, and stories. Each multi–colored activity page includes a stated purpose, a list of instructions, and sketches which illustrate the idea. JAG, 6–76. (003–007 949)

NIMIS IN 015–675

c1975 $50.00

Karnes, Merle

The Karnes early language activities.

Clinton, Tennessee Young World Products

200 activity cards 13 x 21 cm teacher's guide

Supplemental Information: Evaluation Information: This material has been reviewed by Specialized Office 3 and judged appropriate for use with the educable mentally handicapped, trainable mentally

handicapped, emotionally disturbed, learning disabled, speech handicaped, multiply handicapped and severely mentally handicaped.

Descriptors: Activity cards, Teachers' guides — Media format; Instructional, Perceptual motor learning, Verbal learning, Locomotor skills, Auditory visual integration, Early childhood, Auditory input, Visual, Verbal response, Manual, Kinesthetic response, Educable mentally handicapped, Emotionall disturbed, Learning disabled, Trainable mentally handicapped, Severely handicapped, Speech handicapped, Multiply handicapped.

Abstract: This group of 200 lesson cards containing 1000 activity suggestions provides preschool children with a sequenced language training program. The cards are sequenced according to developmental stages and are divided into 4 skill areas: motor, visual, auditory, and verbal. Each card presents a behavioral objective, a description of the material needed, an explanation of procedures to be followed, evaluation criterion, and follow-up activities.. The accompanying reacher's guide reviews the Illinois Test of Psycholinguistic Abilities Communication model on which the program is based, suggests techniques for adapting and implementing the lessons, states procedures for determining the pupil's entry level of skill development, and indexes the activities by content areas such as art, families, and baloons. JAG, 6-76. (003-010 103)

NIMIS IN 018-737

c1974 $ 75.00

Birth control methods: a simplified presentation for the mentally retarded.

Northfield, Illinois Perennial Education

1 filmstrip, 1 flipchart, 1 teacher's guide

Supplemental Information: Supplementary note: Produced by Planned Parenthood of Northern New York. Evaluation Information: These materials have been reviewed by the Specialized Office 3 and judged appropriate for use with the educable mentally handicapped, emotionally disturbed, learning disabled, trainable mentally handicapped, and severely mentally handicapped.

Descriptors: Filmstrips, Flip charts, Large type materials, Teachers' guides, Kits — Media format; Instructional, Health education, Sex education, Junior high grades, Senior high grades, Adult basic education, Values, Attitudes, Multilevel, Auditory visual, Emotionally disturbed, Educable mentally handicapped, Trainable mentally handicapped, Learning disabled, Severely mentally handicapped.

Abstract: This kit contains information on birth control and sexual responsibility. The materials, which seem appropriate for students in grade 7 through adult education programs, include a filmstrip of black and white drawings depicting different methods of birth control, a flip chart of the 25 drawings from the filmstrip with printed script, and a 45-page monograph and a teacher's guide which describes the research on sexuality and the mentally handicapped, recommends programs appropriate for sex education for the retarded, and discusses genetic counseling and family planning.. The filmstrip and the flip chart each repeat information about each different birth control device twice, in slightly different contexts, allowing for 4 different presentations. Considered are prophylactics, chemical foam, birth control pills, interuterine devices, tubal ligation, vasectomy, and an injected contraceptive of 3-month potency. The monograph/teacher's guide can be purchased separately. JAG, 8-76. (003-008 910c6)

NIMIS IN 021-439

1976, c1976 $395.00

Wessel, Janet A.

I can physical education program.

I Can Physical Education Program

Northbrook, Illinois Hubbard

4 skill area kits.

Supplemental Information: Evaluation Information: This material has been reviewed by Information Research and Utilization Center and judged appropriate for use with the severely mentally handicapped and trainable mentally handicapped. Field evaluation data are available. Results show that these materials are suitable for severely mentally handicapped and trainable mentally handicapped.

Descriptors: Series, Learning activity packages, Kits — Media format; Instructional, Physical education, Locomotor skills, Gross motor skills, Daily living skills, Balance, Programmed instruction, Individualized instruction, Physical fitness, Early childhood, Kindergarten, Primary grades, Intermediate grades, Junior high grades, Severely mentally handicapped, Trainable mentally handicapped, Sports, Aquatics, Games, Perceptual motor learning, Perceptual development, Directionality, laterality, Spatial orientation, Body image, Health education, Multilevel.

Abstract: "I Can Physical Education Program" is an individualized instructional preschool through secondary school physical education curriculum program covering skills in 4 major areas: the 'I Can Fundamental Skills', The 'Body Management skill Area,' the 'Health/ Fitness Package,' and the 'Aquatic Skill Area.' Two guides, 'I Can Teacher's Guide' and 'I Can Curriculum and Planning' provide the steps and decision criteria necessary to define and implement this program. The Bureau of Education for the Handicapped funded the I Can Program which was field tested and developed by the Field Services Unit in Physical Education and Recreation, Michigan State University (Lansing, Mich.) under the direction of Janet A. Wessel. The set for each skill is packaged in a box and includes 2 notebooks of instructional activities, a teacher's guide, 2 sets of games activity cards, class performance record sheets, and individual achievement record sheets. H/NPG, 6-76. (032-000 133)

NIMIS IN 021-440

1976, c1976 $120.00

Wessel, Janet A.

I can physical education program: fundamental skills.

I Can Physical Education Program

Northbrook, Illinois Hubbard

Various pieces

Supplemental Information: Evaluation Information: This material has been reviewed by Information Research and Utilization Center and judged appropriate for use with the severely mentally handicapped, trainable mentally handicapped. Field evaluation data are available. Results show that these materials are suitable for severely mentally handicapped, trainable mentally handicapped.

Descriptors: Learning activity packages, Kits — Media format, Instructional, Physical education, Locomotor skills, Gross motor skills, Daily living skills, Socialization, Programmed instruction, Individualized instruction, Multilevel, Early childhood, Kindergarten, Primary grades, Intermediate grades, Junior high grades, Severely mentally handicapped, Trainable mentally handicapped.

Abstract: "Fundamental Skills" is 1 of a 4-part individualized instruction system set which is designed to provide physical education program materials to be used with trainable and severely mentally retarded students, ages 5 to 14 years. Areas stressed in this "Fundamemtal Skills" program are those motor skills necessary for adjustment to socio-leisure, vocational, and daily living activities. These skills are defined as: locomotor skills and rhythm such as running, jumping, leaping, skipping, and moving to a beat; and object control abilities such as throwing, kicking, striking, and catching.. The complete "Fundamental Skills" package includes 2 notebooks with a teacher's guide, record sheets, and games. Separate parts of this package which may be purchased include: 'Locomotor and Rhythmic Skills Instructional Activities,' $40.00; 'Object Control Instructional Activities,' $40.00; 'I Can Games: Locomotor and Rhythmic Skills,' $20.00; 'I Can Games: Object Control,' $20.00; 'I Can Implementation Guide: Teacher's Guide,' $5.00; 'Class Performance Record Sheets: Fundamental Skills,' $3.00; and 'Individual Achievement Records: Fundamental Skills,' $3.00. H/NPG, 6-76. (032-000 134c6)

NIMIS IN 021-441

1976, c1976 $95.00

Wessel, Janet A.

I can physical education program: body management.

I Can Physical Education Program

Northbrook, Illinois Hubbard

various pieces

Supplemental Information: Evaluation Information: This material has been reviewed by Information and Research Utilization Center and judged appropriate for use with the severely mentally handicapped

and trainable mentally handicapped. Field evaluation data available. Results show that these materials are suitable for severely mentally handicapped and trainable mentally handicapped.

Descriptors: Learning packages, Kits — Media format; Instructional, Physical education, Perceptual development, Perceptual motor learning, Locomotor skills, Balance, Agility, Body image, Directionality, Laterality, Gross motor skills, Games, Programmed instruction, Individualized instruction, Multilevel, Early childhood, Kindergarten, Primary grades, Intermediate grades, Junior high grades, Severely mentally handicapped, Trainable mentally handicapped.

Abstract: "Body Management" is 1 of a 4 part individualized instruction system which is designed to provide physical education program materials to be used with trainable and severely retarded students ages 5 to 14 years. Areas stressed in this "Body Management" program are elements which provide a foundation for sensory motor learning and environmental interaction. Selection of gross motor elements are based on the following areas: perceptual motor development, balance and stability, and mobility. This criteria encompasses body awareness, directionality, laterality, spatial awareness, and body balances.. The complete "Body Management" program package includes 2 notebooks with a teacher's guide, record sheets, and games. Separate parts of this package may be purchased and include: 'Body Awareness Instructional Activities,' $30.00; 'Body Control Instructional Activities,' $40.00; 'I Can Games: Body Awareness,' $15.00; 'I Can Games: Body Control,' $15.00; 'I Can Implementation Guide: Teacher's Guide,' $5.00; 'Class Performance Record Sheets: Body Management,' $3.00; 'Individual Achievement Record: Body Management,' $3.00. H/NPG, 6–76. (032–000 135)

NIMIS IN 021–442

1976, c1976 $105.00

Wessel, Janet A.

I can physical education program: aquatics.

I Can Physical Education Program

Northbrook, Illinois Hubbard

various pieces

Supplemental Information: Evaluation Information: This material has been reviewed by Information and Research Utilzation Center and judged appropriate for use with the severely mentally handicapped, trainable mentally handicapped. Field evaluation data are available. Results show that these materials are suitable for severely mentally handicapped, trainable mentally handicapped.

Descriptors: Learning activity packages, Kits — Media format; Instructional, Physical education, Sports, Aquatics, Gross motor skills, Programmed instruction, Individualized instruction, Multilevel, Early childhood, Kindergarten, Primary grades, Intermediate grades, Junior high grades, Severely mentally handicapped, Trainable mentally handicapped.

Abstract: "Aquatics" is 1 of a 4–part individualized instruction system set which is designed to provide physical education program materials to be used with trainable and severely retarded students, ages 5 to 14 years. This "Aquatics" program includes basic water adjustment skills, basic strokes, and self–rescue skills which provide the child with the necessary prerequisites to acquiring other more advance aquatic skills. The complete "Aquatics" program package includes 2 notebooks packaged in a storage box with a teacher's guide, record sheets, and games.. Separate parts of this package which may be purchased are: 'Basic Skills Instructional Activities,' $35.00; 'Swimming and Entry Skill,' $35.00; 'I Can Games: Basic Skills, Aquatics,' $17.00; 'I Can Games: Swimming and Water Entry Skills,' $18.00; 'I Can Implementation Guide: Teacher's Guide,' $5.00; 'Class Performance Record Sheets: Aquatics,' $3.00; and 'Individual Achievement Record: Aquatics,' $3.00. H/NPG, 6–76. (032–000 137)

NIMIS IN 021–443

1976, c1976 $110.00

Wessel, Janet A.

I can physical education program: health/fitness.

I Can Physical Education Program

Northbrook, Illinois Hubbard

various pieces

Supplemental Information: Evaluation Information: This material has been reviewed by Information and Research Utilization Center and judged appropriate for use with the severely mentally handicapped and trainable mentally handicapped. Field evaluation data available. Results show that these materials are suitable for severely mentally handicapped and trainable mentally handicapped.

Descriptors: Learning packages, Kits — Media format; Instructional, Physical education, Physical fitness, Gross motor skills, Health education, Programmed instruction, Individualized instruction, Multilevel, Early childhood, Kindergarten, Primary grades, Intermediate grades, Junior high grades, Severely mentally handicapped, Trainable mentally handicapped.

Abstract: "Health/Fitness" is 1 of a 4 part individualized instruction system which is designed to probide physical education program materials to be used with trainable and severely retarded students ages 5 to 14 years. This "Health/Fitness" unit contains exercises and vigorous daily living activities which can be used in developing functional levels of fitness. Also, activities related specifically to posture are contained in this program. The complete "Health/Fitness" program package includes 2 notebooks packaged in a storage box with a teacher's guide, record sheets, and games. Separate parts of this package which may purchased are: 'Fitness and Growth Instructional Activities,' $40.00; 'Posture Instructional Activities,' $35.00; 'I Can Games: Health and Fitness,' $17.00; 'I Can Games: Posture,' $17.00; 'I Can Implementation Guide: Teacher's Guide,' $5.00; 'Class Performance Record Sheets: Health and Fitness,' $3.00; and 'Individual Achievement Record: Health and Fitness,' $3.00. H/NPG, 6–76. (032–000 136)

NIMIS IN 021–616

1976 $3.50

S & S Arts & Crafts

Feel and match: textures.

Colchester, Connecticut S & S Arts & Crafts

12 disks color 3 3/4"

Supplemental Information: Evaluation Information: This material has been reviewed by Information & Research Utilization Center and judged appropriate for use with the blind, learning disabled, visually impaired, and mentally handicapped.

Descriptors: Kits — Media format; Instructional, Recreation, Fine motor skills, Games, Perceptual development, Tactile discrimination, Tactual perception, Haptic visual integration, Language development, Educable mentally handicapped, Color concepts, Individualized instruction, Labeling, Matching, Visually handicapped, Blind, Trainable mentally handicapped, Severely mentally handicapped, Multiply handicapped, Minimal brain dysfunction, Nongraded.

Abstract: "Feel and Match: Textures" consist of sixteen 3 3/4" disks of crepe foam rubber in 8 different simulated surface textures such as abrasive, brocade, cork, felt, leather, plastic, rubber, and terry cloth. These were designed for 3 to 8 year olds and come in 7 different colors and 1 multicolor polka dot. For developing tactual perception for the blind or visually impaired a game of touch and tell may be played. The learning disabled may also find them suitable for perceiving differences in texture as well as stimulating language about the labels for the various textures. Mentally handicapped children may use them for tactual perception and sensory stimulation activities. SSAC/MLKS, 7–76. (032–000 033)

NIMIS IN 022–799

c1973 $31.95

Mandlin, Dotty Mandlin, Harvey and

Friendly faces.

Bowmar Artworlds

Glendale, California Bowmar

2 filmstrips: 5 min ea., cassette: approx. 5 min., 6 posters: 18" x 24", 6 art prints, teacher's guide

Supplemental Information: Evaluation Information: This material has been reviewed by Specialized Office 3 and judged appropriate for use with the severely mentally handicapped, educable mentally handicapped, emotionally disturbed, learning disabled, and trainable mentally handicapped.

Descriptors: Kits, Posters, Filmstrips, Audiotape cassettes, Teachers' guides, Art prints — Media format; Phonograph records — Media format variant; Instructional, Language arts, Perceptual motor learning, Visual perception, Primary grades, Affective development,

Associative learning, Visual discrimination, Self concept, Body image, Self expression, Educable mentally handicapped, Trainable mentally handicapped, Verbal communication, Kindergarten, Early childhood, Intermediate grades, Auditory visual, Severely mentally handicapped, Emotionally disturbed, Learning disabled, Multilevel.

Abstract: "Friendly Faces" is a multi–media kit which is designed to help students develop visual perception, verbal fluency, an awareness of facial characteristics which reflect people's feelings, and the concept of friencship. The material attempts to demonstrate that faces often describe inner feelings. The kit consists of 2, color filmstrips, a cassette tape, six 18" x 24" color posters, an illustrated teacher's guide, and 6 children's color art prints. The filmstrips are separated into part 1 and part 2. Part 1 shows 3 little girls romping and laughing together; part 2 introduces several of their friends.. The 6–color posters show faces of different children, smiling. The 6 children's art prints are reproductions of children's original responses to the filmstrips. A teacher's guide is included which provides the objectives of the kit, words to the songs, illustrations and descriptions of the art prints and posters, and a description of various art and discussion activities. The specified instructional level includes preschool through grade 6. The running time of each filmstrip is less than 5 minutes. "Friendly Faces" is 1 of 6 kits in the "Bowmar Artworlds" series. B/LSS, 2–76. (003–001 867)

NIMIS IN 024–232

$5.75

Anderson, Fay B.

Fay's first fifty: activities for the young and severely handicapped.

Bellevue, Washington Edmark Associates

Supplemental Information: Evaluation Information: This material has been reviewed by Specialized Office 3 and judged appropriate for use with the multiply handicapped, severely mentally handicapped, educable mentally handicapped, learning disabled, speech handicapped and trainable mentally handicapped

Descriptors: Activity books — Media format: Instructional, Perceptual motor learning, Gross motor skills, Physically handicapped, Sensory training, Logical thinking, Early childhood, Social skills, Kindergarten, Primary grades, Auditory input, Visual, Kinesthetic response, Manual, Learning disabled, Fine motor skills, Multiply handicapped, Educable mentally handicapped, Trainable mentally handicapped, Severely mentally handicapped.

Abstract: This book is designed to develop body movement, sensory acuity, logical thinking, social skills, non–verbal communication, and gross and fine motor skills. The book includes instructions for 25 quiet table activities and 25 active physical activities. These 50 activities include 19 activities to develop grasping, 40 activities which can be taught using non–verbal communication and 45 activities which use household materials such as paper towel rolls, egg cartons, etc. Also included are directions for making finger paint and paint brushes, a list of free or low–cost materials, and suggestions for encouraging cooprative play and teaching students to hop. The book is divided into 3 major sections: body movement and sensory acuity; concepts and mental skills; and materials and equipment.. Each of the activities is cross indexed to each of these 3 major areas. The material seems appropriate for pupils in preschool through the primary grades. The material is specified for use with the young and the severely retarded and the multi–handicapped. A sequel to this book,"Fay's Second Fifty: Activities for the Young and Severely Handicapped" provides additional activities in the above skill areas and also includes activities for body balance, perceptual motor skills and directional concepts. CAN, 2–76 MJJ, 2–76. (003–004 719)

NIMIS IN 025–079

1976

Teaching Resources Telecommunications

Telecommunicatons project for severely handicapped children and youth.

Telecommunications for Severely Handicapped Children and Youth Program

New York, New York Teaching Resources/Telecommunications Project

14 videotapes: 20 min. ea. sd. col. 3/4 in.

Supplemental Information: Supplementary Note: Martin A. Hayott, Principal Investigator; Paul A. Stellino, Project Director. Supplementary Note: Equipment needed: The Responsive Television. Evaluation Information: This material has been reviewed by Specialized Office 3 and judged appropriate for use with the trainable mentally handicapped and severely mentally handicapped.

Descriptors: Videotape cassettes, U matic, Color, Sound, Series — Media format; Instructional, Cognitive development, Self care skills, Attention span, Following directions, Auditory attention, Visual discrimination, Color concepts, Sizes, Shapes, Feeding eating skills, Personal hygiene, Early childhood, Kindergarten, Grade 1, Auditory visual, Manual, Severely mentally handicapped, Trainable mentally handicapped, Number concepts, One to one relationships, Visual memory, Basic needs, Dental health, Sequential approach.

Abstract: This set of fourteen, 20–minute, color videotape recordings is designed to be used with the Responsive Television instrument to provide an introduction to self–help skills and concept development skills for students with a chronological age range of 6 to 18 years, and a mental age range of 2.0 to 6.7 years. They are intended to be used as support materials for institutionalized and homebound students. The videotape recordings are divided into 2 parts: the self–help skills program and the concepts development program. The first includes 6 recordings: "Introduction," "Handwashing," "Using a Spoon," "Drinking From a Glass," "Preparing Your Toothbrush," and "Brushing Your Teeth.". The concept development program includes 8 recordings: "Animal House 1A," "Animal House 1B," "Animal House 2A," "Animal House 2B," "Animal House 3A," "Animal House 3B," "Animal House 4," And "Animal House 5." The concept development programs introduce concepts including shape, size, color, sequence, and position words, and integrate these concepts through a story format. All the videotape recordings utilize 4 animal puppets in a television show format and ask the students to respond to questions asked by the narrator by pushing 1 of the animal buttons on the Responsive Television.. Visual and auditory reinforcement is provided for correct answers, incorrect answers are corrected, and the right answer is shown and reinforced. The recordings contain background music. The puppets and characters represent a variety of ethnic nationalities and cultural backgrounds. It is recommendedthat the programs be shown in the specified order. A Responsive Television Operator's Manual accompanying the recordings provides program overviews and demonstrates use of the Responsive Television set. These videotapes are only available for free loan through the Telecommunications Project. RMF, 9–76, JLK, 9–76. (003–011 332)

NIMIS IN 025–466

$12.95

Kirchner, Suzie L.

Play it by sign.

Bellevue, Washington Edmark Associates,

Supplemental Information: Evaluation Information: This material has been reviewed by Specialized Office 3 and judged appropriate for use with the severely mentally handicapped, educable mentally handicapped, emotionally disturbed, learning disabled, multiply handicapped, physically handicapped, speech handicapped and trainable mentally handicapped.

Descriptors: Activity books — Media format; Instructional, Language arts, Expressive signing, Communication skills, Nongraded, Visual, Manual, Educable mentally handicapped, Physically handicapped, Multiply handicapped, Learning disabled, Emotionally disturbed, Severely mentally handicapped, Trainable mentally handicapped, Games, Expressive language, Speech handicapped.

Abstract: "Play It By Sign" is a collection of 26 games designed to facilitate the learning of sign language. The games, which are described in a looseleaf book, are specified for all age levels and for deaf, autistic, aphasic, mentally handicapped, and physically handicapped non–verbal pupils. E/JAG, 2–76 MJJ 2–76. (003–004 721)

NIMIS IN 027–740

1975 $3.75

Adams, Jane L.

An education curriculum for the moderately, severely and profoundly mentally handicapped pupil.

Springfield, Illinois Charles C. Thomas

Supplemental Information: Evaluation Information: This material has been reviewed by Specialized Office Three and judged appropriate for use with the severely mentally handicapped, educable mentally handicapped and profoundly mentally handicapped. This material

has been recommended by the publisher for use with the educable mentally handicapped, severely mentally handicapped and profoundly mentally handicapped.

Descriptors: Activity books — Media format; Instructional, Self care skills, Cognitive development, Perceptual motor learning, Communication skills, Social skills, Following directions, Games, Primary grades, Language development, Early childhood, Kindergarten, Educable mentally handicapped, Severely mentally handicapped, Profoundly mentally handicapped, Behavior modification, Programmed instruction.

Abstract: This 80–page, paperback book is designed to provide an outline and specific activities for classroom curriculum for students functioning at an early childhood through primary level. The book is arranged around 5 developmental areas: self–help skills, cognitive skills, motor skills, communication skills, and social skills. Exercises and activities are included in these areas which ask the students to: respond to verbal directions regarding toilet training, verbalize and find the correct date on the calendar, participate in group game activities such as ball rolling and recognize the numerals 1 to 20. Behavioral modification procedures are an integral part of the programmed activities. The text also includes language develoment activities and a section on the appreciation of the behavior modification techniques. JLK, 12–76. (003–013 312)

NIMIS IN 027–742

c1975 $5.95

Johnson, Vickie M. Werner, Robert A. and

A step–by–step learning guide for retarded infants and children,c53.

Syracuse, New York Syracuse University Press

Supplemental Information: Evaluation Information: This material has been reviewed by Specialized Office 3 and judged appropriate for use with the multiply handicapped, severely mentally handicapped, trainable mentally handicapped, and educable mentally handicapped. Field evaluation data are available. Results show that these materials are suitable for multiply handicapped and severely mentally handicapped. 75022172.

Descriptors: Activity books — Media format; Instructional, Perceptual development, Sensory training, Gross motor skills, Nonverbal learning, Verbal learning, Social skills, Following directions, Developmental approach, Behavioral objectives, Infants, Parents, Early childhood, Educable mentally handicapped, Trainable mentally handicapped, Severely mentally handicapped, Multiply mentally handicapped, MH–F, SMH–F.

Abstract: This 195–page paperback book is designed to provide curriculum activities in a variety of target areas for students with a chronological age of from 1 to 12 and a functional level of less than 4 years. The target skills are categorized into 8 areas: fine motor skills, language skills, self–care skills, gross motor skills, nonverbal and verbal imitation skills, social skills, and sensory stimulation. Two hundred forty tasks are identified and categorized by the type of activity they represent; they are ordered sequentially by difficulty level. Entry level behaviors are also specified for each task. Students are asked to participte in acitivities such as responding to verbal cues, dressing and undressing, and following directions to perform manipulative tasks. The book also seems appropriate for use by parents. RMF, 12–76. (003–013 328)

NIMIS IN 028–496

c1973 $6.26

Foxx, Richard M.

Toilet training the retarded.

Champaign, Illinois Research Press,

Supplemental Information: Evaluation Information: This material has been reviewed by Specialized Office 3 and judged appropriate for use with the profoundly mentally handicapped, trainable mentally handicapped, severely mentally handicapped and educable mentally handicapped. Field evaluation data are available. Results show that these materials are suitable for profoundly mentally handicapped, trainable mentally handicapped, severely mentally handicapped and educable mentally handicapped. 087822059.

Descriptors: Resource guides — Media format; Instructional, Self care skills, Toilet training, Behavior modification, Checklists, Charts, Educable mentally handicapped, Trainable mentally handicapped, Severely mentally handicapped, Profoundly mentally handicapped, EMH–P, TMH–P, PMH–P, SMH–P.

Abstract: This 140–page paperback book is designed to present a behavior modification–based toilet training program for students who require assistance in this area. The text includes information on the initiation, preparation, training, and maintenance of both day and night toilet training programs, as well as information on use of the program with other populations such as nonambulatory and geriatric individuals. Tables are included which provide program forms such as the dry–pants inspection procedure, materials required for day and night–time training, and a flow chart of the training sequence. Suggestions are also provided for dealing with specific problems including hyperactivity, refusal to eat the edible reward, and temper tantrums. MJJ, 12–76. (003–013 311)

NIMIS IN 028–556

c1976 $21.95

Baker, Bruce L.

Steps to independence.

Steps to Independence

Champaign, Illinois Research Press

Supplemental Information: Evaluation Information: This material has been reviewed by Specialized Office 3 and judged appropriate for use with the profoundly mentally handicapped, severely mentally handicapped, trainable mentally handicapped and educable mentally handicapped. This material has been recommended by publisher for use with special children and their families.

Descriptors: Resource guides, Teachers' guides, Series — Media format; Instructional, Self care skills, Dressing skills, Feeding eating skills, Personal hygiene, Homemaking, Locomotor skills, Fine motor skills, Gross motor skills, Affective development, Social development, Self control, Infants, Early childhood, Behavior modification, Positive reinforcement, Rewards, Parents, Checklists, Profoundly mentally handicapped, Severely mentally handicapped, Trainable mentally handicapped, Educable mentally handicapped, PMH–P, SMH–P, TMH–P, EMH–P.

Abstract: This series of 4 resource guides and 21–page guide for their use is desgined to help parents of special children use behavioral modification techniques to teach self–care skills and develop behavior control. The guides are entitled "Early Self–Help Skills," "Intermediate Self–Help Skills," "Advanced Self–Help Skills," and "Behavior Problems." Suggestions are provided for step–by–step development of skills. Numerous examples, illustrations, and diagrams are included for clarification of concepts and procedures. The guide provides a description of the series, guidelines for establishing a parent training program, a performance inventory of self–help skills, and sample checklists and charts for recording level of skill and progress. MJJ, 1–77. (003–013 708)

NIMIS IN 028–727

$99.95

Goff, Marilyn

Learning staircase.

Austin, Texas Learning Concepts, c1976

activity cards, teachers' guides, report forms

Supplemental Information: Evaluation Information: This material has been reviewed by Specialized Office 3 and judged appropriate for use with the learning disabled, educable mentally handicapped, trainable mentally handicapped and severely mentally handicapped.

Descriptors: Kits, Teachers' guides, Activity cards — Media format; Instructional, Daily living skills, Cognitive development, Perceptual development, Attention span, Auditory attention, Auditory discrimination, Auditory memory, Classification, Nonverbal learning, Verbal learning, Visual memory, Comprehension, Fine motor skills, Gross motor skills, Toilet training, Reading readiness, Color concepts, Time telling, Early childhood, Kindergarten, Primary grades, Multilevel, Pretest posttests, Behavioral objectives, Behavioral rating scales, Evaluation, Learning disabled, Educable mentally handicapped, Trainable mentally handicapped, Severely mentally handicapped, Sequential approach.

Abstract: These materials are designed to provide for diagnosis, educational , planning and accountability for individual children in special classes ages 3 through 6. It is aimed at meeting the needs of

early childhood special education classes. The materials consist of a teachers' guide, task cards for 20 programs, pre–and posttests for 20 children, 20 report forms for parents and a grid pad for record–keeping, all of which are filed in a single container.. Each of the 20 content areas is organized into a series of tasks hierarchically arranged in a developmental sequence. Included are such areas as pre–verbal, gross and fine motor, toilet training, classification and verbal expression. Also available is a pretest and posttest to be administered individually and to be used for programming specific responses and placement. Report forms are designed for systematic monitoring of each child's performance over time. Guidelines are provided to assist in parental involvement in achieving curriculum goals. LJD, 12–76. (003–012 939)

NIMIS IN 028–818

c1974 $6.95

Kent, Louise R.

Language acquisition program for the retarded or multiply impaired.

Champaign, Illinois Research Press,

Supplemental Information: Evaluation Information: This material has been reviewed by Specialized Office 3 and judged appropriate for use with the learning disabled, educable mentally handicapped, severely mentally handicapped, trainable mentally handicapped, hearing impaired and emotionally disturbed. 0878221212.

Descriptors: Resource guides — Media format; Instructional, Language arts, Daily living skills, Speech, Speech production, Manual, Articulation, Nonverbal communication, Early childhood, Kindergarten, Primary grades, Intermediate grades, Junior high grades, Senior high grades, Adult basic education, Multilevel, Auditory visual, Behavior modification, Emotionally disturbed, Hearing impaired, Learning disabled, Educable mentally handicapped, Trainable mentally handicapped, Severely mentally handicapped, Paraprofessionals, Educators, Special education teachers.

Abstract: These materials are designed to assist professionals in teaching a language system to retarded or multiply impaired students. The language system may be predominately oral, manual, or some combination of both. The content of the program, its sequencing, and procedures are designed to insure success for the learner. It is divided into 3 major sections: Pre–Verbal, which covers the acquisition of prerequisite attending behaviors and motor imitation, and Verbal–Receptive and Verbal–Expessive, which focus on selected expressive and receptive language skills. The sections are sequenced according to difficulty, and the teaching procedures adhere to the principle of reinforcement theory. LJD, 1–77. (003–013 706c6)

NIMIS IN 029–471

$395.00

Melton Book Company

The rades program.

Dallas, Texas Melton Book Company

56 cards, 3 cassettes, profile charts, worksheets, teacher's guide

Supplemental Information: Evaluation Information: This material has been reviewed by Specialized Office 3 and judged appropriate for use with the severely ...entally handicapped, profoundly mentally handicapped, trainable mentally handicapped, educable mentally handicapped, emotionally disturbed, and learning disabled. Field evaluation data are available. Results show that these materials are suitable for severely mentally handicapped and profoundly mentally handicapped.

Descriptors: Kits, Worksheets, Audiotape cassettes, Activity cards, Teachers' guides — Media format; Instructional, Perceptual development, Cognitive development, Daily living skills, Visual perception, Auditory perception, Perceptual motor learning, Dressing skills, Feeding eating skills, Personal hygiene, Toilet training, Reading, Visual tracking, Visual training, Speech, Profoundly mentally handicapped, Severely mentally handicapped, Emotionally disturbed, Learning disabled, Educable mentally handicapped, Trainable mentally handicapped, PMH–F, SMH–F.

Abstract: These materials are designed to increase the adaptive behaviors of students of developmental levels 0 through 7 years. The materials consist of 6 subject areas each of which is divided into 4 developmental levels. The areas ae visual perception, auditory perception, perceptual motor, oral language, functional living, and special problems such as echolalic speech (automatic repetition of heard sounds), swallowing, self–stimulation, toilet training, and drooling. Level 1 corresponds to skills normally learned from ages 0 through 2; level 2, ages 2 through 3–1/2; level 3, ages 3–1/2 through 5; and level 4, ages 5 through 7.. Based on Piaget's theory of cognition, students learn skills by progressing from experiences with real objects to representations of real objects and then to experiences with symbolic representations of objects. The kit includes a teacher's guide with testing and remediation information, 564 task cards with objectives and tasks, 3 cassettes, picture cards for use with the auditory perception section, and a variety of student materials, profile charts, and monitoring materials. LJD, 2–77. (003–014 311)

Title Index

Birth control methods: a simplified presentation for the mentally retarded. 018–737

Buttoning. 011–296

COLA: conceptual oral language activities kit. 010–787

Developmental syntax program. 010–982

Education curriculum for the moderately, severely and profoundly mentally handicapped pupil, An. 027–740
Emergency telephone skills. 010–702

Fay's first fifty: activities for the young and severely handicapped. 024–232
Feel and match: textures. 021–616
Following spoken directions. 011–295
Friendly faces. 022–799

I can make a rainbow. 014–393
I can physical education program. 021–439
I can physical education program: aquatics. 021–442
I can physical education program: body management. 021–441
I can physical education program: fundamental skills. 021–440
I can physical education program: health/fitness. 021–443

Karnes early language activities, The. 015–675

Language acquisition program for the retarded or multiply impaired. 028–818
Learning staircase. 028–727
Learning systems. 010–786
Learning to listen. 010–479
Looking at me. 005–937

Non–slip Non–speech language initiation programs, [by] Joseph K. Carrier [and] Timothy Peaks. 011–202

Part 1, body awareness. 013–486
Play it by sign. 025–466
Portage guide to early education. 005–213

Radea program, The. 029–471

Special education teaching games. 010–473
Special kids' stuff: kindergarten and nursery school. 014–389
Spoken name, address, and phone number. 011–297
Step–by–step dressing, [by] Shirley Henderson [and] Mary McDonald. 006–095
Step–by–step learning guide for retarded infants and children,c53, A. 027–742
Steps to independence. 028–556

Telecommunicatons project for severely handicapped children and youth. 025–079
Toilet training the retarded. 028–496

Zipping. 011–294

Publisher Index

Academic Therapy Publications 010–786

Academic Therapy Publications 010–787

Bowmar 005–937, 022–799

Charles C. Thomas 027–740

Edmark Associates 006–095, 024–232, 025–466

H and H Enterprises 011–202
Hubbard 021–439, 021–440, 021–441, 021–442, 021–443

Incentive Publications 014–389, 014–393

Learning Concepts 010–982
Learning Concepts, c1976 028–727

Melton Book Company 029–471

Perennial Education 018–737
Portage Project, Cooperative 005–213

Research Press, 028–496, 028–556, 028–818

S & S Arts & Crafts 021–616
Syracuse University Press 027–742

T. S. Denison Co. 010–473, 010–479
Teaching Resources 013–486
Teaching Resources/Telecommunications Project 025–079

Utah State University 010–702, 011–294, 011–295, 011–296, 011–297

Subject Index

Activity books 010–473, 010–479, 011–294, 011–295, 011–296, 011–297, 013–486, 014–389, 014–393, 024–232, 025–466, 027–740, 027–742
Activity cards 010–702, 010–786, 010–787, 015–675, 028–727, 029–471
Adult basic education 018–737, 028–818
Affective development 005–213, 022–799, 028–556
Agility 021–441
Aquatics 021–439, 021–442
Art 014–389, 014–393
Art prints 005–937, 022–799
Articulation 028–818
Associative learning 022–799
Attention span 025–079, 028–727
Attitudes 018–737
Audiotape cassettes 005–937, 022–799, 029–471
Auditory 011–297
Auditory attention 025–079, 028–727
Auditory closure 010–982
Auditory discrimination 028–727
Auditory input 006–095, 010–702, 010–786, 010–787, 010–982, 011–295, 014–389, 015–675, 024–232
Auditory memory 028–727
Auditory perception 029–471
Auditory verbal integration 010–982
Auditory visual 005–937, 010–479, 013–486, 018–737, 022–799, 025–079, 028–818
Auditory visual integration 015–675

Balance 010–473, 021–439, 021–441
Basic needs 025–079
Behavior modification 010–982, 027–740, 028–496, 028–556, 028–818
Behavioral objectives 027–742, 028–727
Behavioral rating scales 028–727
Blind 021–616
Body image 005–937, 010–473, 010–786, 013–486, 021–439, 021–441, 022–799

Cards 010–702, 010–982
Charts 011–294, 011–295, 011–296, 011–297, 028–496
Checklists 010–982, 028–496, 028–556
Classification 028–727
Cognitive development 005–213, 025–079, 027–740, 028–727, 029–471
Color 025–079
Color concepts 021–616, 025–079, 028–727
Communication skills 010–479, 010–702, 011–202, 011–297, 025–466, 027–740
Comprehension 028–727
Core vocabulary 010–702, 011–297
Crafts 014–393
Creativity 014–393
Curriculum guides 005–213

Daily living skills 005–213, 010–702, 021–439, 021–440, 028–727, 028–818, 029–471
Deaf blind 011–202
Dental health 025–079
Developmental approach 027–742
Directionality 021–439, 021–441
Dressing skills 006–095, 011–294, 011–296, 028–556, 029–471

Early childhood 005–213, 005–937, 010–473, 010–479, 010–702, 010–786, 010–787, 010–982, 011–294, 011–295, 011–296, 011–297, 014–389, 014–393, 015–675, 021–439, 021–440, 021–441, 021–442, 021–443, 022–799, 024–232, 025–079, 027–740, 027–742, 028–556, 028–727, 028–818
Educable mentally handicapped 005–213, 005–937, 006–095, 010–473, 010–479, 010–702, 010–786, 010–787, 010–982, 011–202, 011–294, 011–295, 011–296, 013–486, 014–389, 014–393, 015–675, 018–737, 021–616, 022–799, 024–232, 025–466, 027–740, 027–742, 028–496, 028–556, 028–727, 028–818, 029–471
Educators 028–818
EMH–P 028–496, 028–556
Emotionall disturbed 015–675
Emotionally disturbed 005–213, 005–937, 006–095, 010–473, 010–479, 010–702, 010–786, 010–787, 010–982, 011–202, 011–294, 011–295, 011–296, 011–297, 013–486, 014–389, 014–393, 018–737, 022–799, 025–466, 028–818, 029–471
English 011–202
Evaluation 028–727
Expressive language 025–466
Expressive signing 025–466

Feeding eating skills 025–079, 028–556, 029–471
Filmstrips 005–937, 018–737, 022–799
Fine arts 014–393
Fine motor skills 011–295, 021–616, 024–232, 028–556, 028–727
Flip charts 018–737
Following directions 010–786, 010–787, 011–295, 025–079, 027–740, 027–742

Games 021–439, 021–441, 021–616, 025–466, 027–740
Geometric forms 011–202
Grade 1 010–786, 011–294, 011–296, 011–297, 025–079
Grade 2 010–786
Grade 4 010–982
Grade 5 010–982
Grammar 011–202
Gross motor skills 010–473, 013–486, 021–439, 021–440, 021–441, 021–442, 021–443, 024–232, 027–742, 028–556, 028–727

Haptic visual integration 021–616
Health education 018–737, 021–439, 021–443
Hearing impaired 028–818
Homemaking 028–556

Individualized instruction 005–213, 021–439, 021–440, 021–441, 021–442, 021–443, 021–616
Infants 005–213, 027–742, 028–556
Instructional 005–213, 005–937, 006–095, 010–473, 010–479, 010–702, 010–786, 010–787, 010–982, 011–202, 011–294, 011–295, 011–296, 011–297, 013–486, 014–389, 014–393, 015–675, 018–737, 021–439, 021–440, 021–441, 021–442, 021–443, 021–616, 022–799, 024–232, 025–079, 025–466, 027–740, 027–742, 028–496, 028–556, 028–727, 028–818, 029–471
Intermediate grades 005–937, 010–473, 010–479, 010–787, 014–393, 021–439, 021–440, 021–441, 021–442, 021–443, 022–799, 028–818

Junior high grades 018–737, 021–439, 021–440, 021–441, 021–442, 021–443, 028–818

Kindergarten 005–213, 005–937, 010–473, 010–479, 010–702, 010–786, 010–787, 010–982, 011–294, 011–296, 011–297, 014–389, 014–393, 021–439, 021–440, 021–441, 021–442, 021–443, 022–799, 024–232, 025–079, 027–740, 028–727, 028–818
Kinesthetic perception 013–486
Kinesthetic response 013–486, 015–675, 024–232
Kits 005–213, 005–937, 010–982, 011–295, 018–737, 021–439, 021–440, 021–441, 021–442, 021–443, 021–616, 022–799, 028–727, 029–471

Labeling 021–616
Language arts 005–213, 005–937, 010–479, 010–787, 011–202, 011–297, 014–389, 022–799, 025–466, 028–818
Language development 010–982, 011–202, 021–616, 027–740
Large type materials 018–737
laterality 021–439, 021–441
Learning activity packages 021–439, 021–440, 021–442
Learning disabilities 005–937, 010–702
Learning disabled 005–213, 010–473, 010–479, 010–702, 010–786, 010–787, 010–982, 011–202, 011–294, 011–295, 011–296, 013–486, 014–389, 014–393, 015–675, 018–737, 022–799, 024–232, 025–466, 028–727, 028–818, 029–471
Learning packages 021–441, 021–443
Listening 010–479

Locomotor skills 015–675, 021–439, 021–440, 021–441, 028–556
Logical thinking 024–232

Manipulative materials 011–202
Manual 010–702, 011–294, 011–296, 015–675, 024–232, 025–079, 025–466, 028–818
Matching 021–616
Mathematics 014–389
MH–F 027–742
Minimal brain dysfunction 021–616
Motor response 010–473, 011–295, 014–389, 014–393
Multilevel 010–473, 010–479, 010–787, 014–393, 018–737, 021–439, 021–440, 021–441, 021–442, 021–443, 022–799, 028–727, 028–818
Multiply handicapped 005–213, 006–095, 010–473, 010–479, 010–702, 010–787, 010–982, 011–202, 011–295, 013–486, 015–675, 021–616, 024–232, 025–466
Multiply mentally handicapped 027–742
Multisensory 005–213
Music 014–389

Nongraded 006–095, 011–202, 013–486, 021–616, 025–466
Nonverbal communication 011–202, 013–486, 028–818
Nonverbal learning 027–742, 028–727
Number concepts 025–079

One to one relationships 025–079

Painting 014–393
Paraprofessionals 028–818
Parents 005–213, 010–702, 011–294, 011–295, 011–296, 011–297, 027–742, 028–556
Parts of speech 011–202
Perceptual development 021–439, 021–441, 021–616, 027–742, 028–727, 029–471
Perceptual motor learning 005–213, 005–937, 010–473, 010–786, 013–486, 015–675, 021–439, 021–441, 022–799, 024–232, 027–740, 029–471
Personal hygiene 025–079, 028–556, 029–471
Phonograph records 022–799
Physical education 010–473, 021–439, 021–440, 021–441, 021–442, 021–443
Physical fitness 021–439, 021–443
Physically handicapped 005–213, 006–095, 010–479, 011–202, 013–486, 024–232, 025–466
Picture cards 011–202
PMH–F 029–471
PMH–P 028–496, 028–556
Positive reinforcement 028–556
Posters 005–937, 010–982, 022–799
Pretest posttests 028–727
Primary grades 005–937, 010–473, 010–479, 010–702, 010–787, 010–982, 014–393, 021–439, 021–440, 021–441, 021–442, 021–443, 022–799, 024–232, 027–740, 028–727, 028–818
Profoundly mentally handicapped 011–295, 027–740, 028–496, 028–556, 029–471
Programmed instruction 021–439, 021–440, 021–441, 021–442, 021–443, 027–740
Protective vocabulary 010–702, 011–297

Readiness 013–486
Reading 029–471
Reading readiness 028–727
Recreation 021–616
Resource guides 028–496, 028–556, 028–818
Rewards 028–556

Science 014–389
Self care skills 005–213, 006–095, 011–294, 011–296, 025–079, 027–740, 028–496, 028–556
Self concept 022–799
Self control 028–556
Self expression 022–799
Senior high grades 018–737, 028–818
Sensory training 024–232, 027–742
Sequential approach 025–079, 028–727
Series 021–439, 025–079, 028–556
Severely handicapped 015–675
Severely mentallly handicapped 013–486
Severely mentally handicapped 005–213, 005–937, 006–095, 010–473, 010–479, 010–702, 010–786, 010–787, 010–982, 011–202, 011–294, 011–295, 011–296, 011–297, 014–389, 014–393, 018–737, 021–439, 021–440, 021–441, 021–442, 021–443, 021–616, 022–799, 024–232, 025–079, 025–466, 027–740, 027–742, 028–496, 028–556, 028–727, 028–818, 029–471
Sex education 018–737
Shapes 010–786, 025–079
Sizes 025–079
SMH–F 027–742, 029–471
SMH–P 028–496, 028–556
Social development 028–556
Social skills 024–232, 027–740, 027–742
Social studies 014–389
Socialization 021–440
Sound 025–079
Spatial orientation 010–786, 013–486, 021–439
Special education teachers 028–818
Speech 010–982, 028–818, 029–471
Speech handicapped 005–213, 010–479, 010–702, 010–787, 010–982, 011–202, 011–295, 011–297, 015–675, 025–466
Speech production 010–479, 028–818
Sports 021–439, 021–442
Syntax 010–787, 010–982, 011–202

Tactile discrimination 021–616
Tactual perception 021–616
Teacher directed 005–213
Teachers' guides 005–937, 010–982, 011–202, 015–675, 018–737, 022–799, 028–556, 028–727, 029–471
Time telling 028–727
TMH–P 028–496, 028–556
Toilet training 028–496, 028–727, 029–471
Trainable mentallly handicapped 013–486
Trainable mentally handicapped 005–213, 005–937, 006–095, 010–473, 010–479, 010–702, 010–786, 010–787, 010–982, 011–202, 011–294, 011–295, 011–296, 014–389, 014–393, 015–675, 018–737, 021–439, 021–440, 021–441, 021–442, 021–443, 021–616, 022–799, 024–232, 025–079, 025–466, 027–742, 028–496, 028–556, 028–727, 028–818, 029–471

U matic 025–079

Values 018–737
Verbal communication 005–937, 022–799
Verbal learning 015–675, 027–742, 028–727
Verbal response 010–479, 010–702, 010–982, 011–297, 014–389, 014–393, 015–675
Videotape cassettes 025–079
Visual 006–095, 010–473, 010–786, 011–294, 011–295, 011–296, 014–389, 014–393, 015–675, 024–232, 025–466
Visual discrimination 005–937, 022–799, 025–079
Visual memory 025–079, 028–727
Visual motor integration 010–786
Visual perception 005–937, 022–799, 029–471
Visual tracking 029–471
Visual training 029–471
Visually handicapped 021–616
Vocabulary 010–787

Worksheets 029–471

Severely/Profoundly
Mentally Handicapped
NCEMMH Publication No. NC-77.104

This is a representative rather than all-inclusive or comprehensive bibliography; additional materials concerning the topic are listed in NIMIS; new abstracts are being added to the data base regularly. Listing of materials in this bibliography or in the NIMIS data base does not constitute an endorsement of any publisher's materials.

The National Instructional Materials Information System (NIMIS) is a computer-based on-line interactive retrieval system specifically developed for the purpose of assisting teachers, parents, and other educators in locating information about instructional materials in the field of special education. NIMIS is coordinated by the National Center of Educational Media and Materials for the Handicapped (NCEMMH). To produce this bibliography, the approximately 33,000 abstracts in NIMIS were searched to isolate those with the appropriate descriptor. The abstracts in the bibliography are representative of materials in the data base as of the date of search.

NCEMMH is funded under Contract OEC-300-72-4478 by the Bureau of Education for the Handicapped, U.S. Office of Education, Department of Health, education, and Welfare. The contract is administered through the College of Education and the Research foundation of The Ohio State University. This document was prepared pursuant to the contract. Contractors undertaking such projects under government sponsorship are encouraged to express their judgment freely in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official Office of Education position or policy.

If you have questions about NIMIS in general or about subjects available in other NIMIS bibliographies, call or write: Information Services, National Center on Educational Media and Materials for the Handicapped, Ohio State University, Columbus, Ohio 43210 (614-422-7596).